

Louisiana School Emergency Management Planning Regional Round Table Meetings Summary



Governor's Office of Homeland Security and Emergency Preparedness

February 11, 2016

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LASEMP: Who We Are

Lessons learned from school emergencies such as the tragic events of Sandy Hook highlight the importance of preparing school officials and first responders to develop and implement emergency operations plans (EOPs). By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident.

Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners and provide instructions before first responders arrive. These personnel also work with community partners and governmental organizations that have a responsibility identified in the school EOP to provide a cohesive, coordinated response to events as they unfold. Community partners include first responders - law enforcement, fire service, emergency medical service and emergency management personnel - as well as public and mental health entities.

The LASEMP team at the Governor's Office of Homeland Security and Emergency Preparedness is composed of experts in emergency management, planning and preparedness, and community engagement and resiliency. Together, with local first responders and emergency management, we work with Louisiana School districts and individual schools to prepare, prevent, respond, and recover from natural and human caused disasters that affect school personnel, staff, and students.

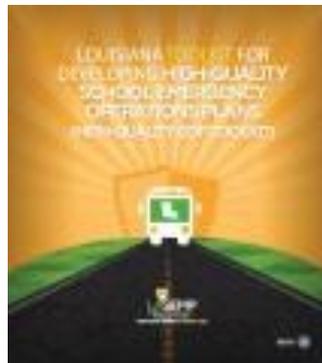


LASEMP: What We Do

The Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) in partnership with the Louisiana Department of Education (LADOE) is pleased to offer local school districts assistance in writing and implementing High-Quality Emergency Operations Plans (High-Quality EOPs). This opportunity is provided by a grant - Grants to States for School Emergency Management Planning (SEMP) - from the U. S. Department of Education (DOE) through the Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA).

The program includes:

- ✦ Stakeholder **outreach, meetings, round table discussions, training** and **regional exercises**
- ✦ Creation of a plan-development and implementation **Tool Kit**
- ✦ Phased **data collection**
- ✦ Assistance with plan **review** and feedback at the district level



LASEMP: Purpose of the Grant

The purpose of the grant is to build capacity at the district and local levels for all-hazards emergency operations planning. The initiative helps ensure school and campus safety and the appropriate response from on-scene staff in the event of an emergency or disaster. Although many already have High-Quality EOPs in place, this is a chance to improve upon existing plans you have and to help support those school districts and private schools that do not yet have High-Quality EOPs.

By working throughout all 64 parishes of Louisiana, within the 9 GOHSEP Regions, we are excited to bolster school all-hazard emergency operations plans and assist local school districts in strengthening their resiliency and providing a safe and secure environment for students, staff, and faculty.



SCHOOL EMERGENCY MANAGEMENT PROGRAM (SEMP) ACTIVITIES TIMELINE

2015				2016		
1 QUARTER	2 QUARTER	3 QUARTER	4 QUARTER	1 QUARTER	2 QUARTER	3 QUARTER
<ul style="list-style-type: none"> Collect contact information for School Districts. Complete <i>Baseline Survey</i> (Phase I Data Collection) January 31, 2015. 	<ul style="list-style-type: none"> Complete <i>Self-Assessment Survey</i> (Phase II Data Collection) April 24, 2015. Conduct 9 Regional Kickoff meetings (June). 	<ul style="list-style-type: none"> Provide guidance for School Districts to develop <i>High-Quality School Emergency Operations Plans</i> (High-Quality EOPs). 	<ul style="list-style-type: none"> Continue to provide guidance. Conduct a Mid-Grant Meeting to determine where School Districts are in the process of developing plans. Conduct series of Regional Round Table Meetings (October – December). 	<ul style="list-style-type: none"> Conduct 9 Regional Tabletop exercises (January – March). 	<ul style="list-style-type: none"> Provide Regional <i>After-Action Report</i> (AAR) for Districts. Offer Districts assistance/guidance for revisions to District Plans. 	<ul style="list-style-type: none"> Begin District Plan Reviews (LADOE, GOHSEP and local OHSEP Director). Send out <i>Closing Survey</i> (Phase III Data Collection) for comparison of readiness pre- and post-grant. Wrap up grant.
<ul style="list-style-type: none"> Identify training opportunities for School Districts through GOHSEP Training Section (Ongoing). 						



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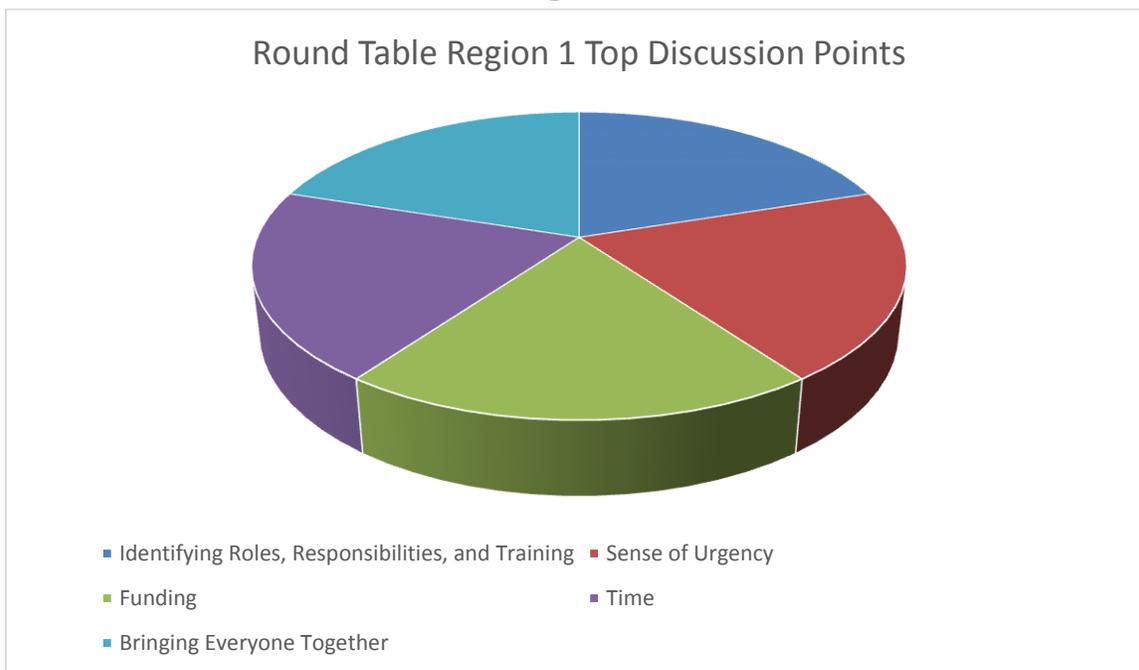
Regional Round Table Discussion

The Round Table Workshops facilitated discussion and offered a venue for school districts, schools, and emergency response officials to discuss best practices in emergency management and all-hazards emergency operations planning. Turnout for the discussions were excellent, with homeland security officials, first responders, community organizers, school officials, and local government officials all working together to strengthen school emergency plans and preparations.

Regional statewide round table workshops

Date	Region	Time	Location
November 5, 2015	1	9:30a-noon	Mel Ott Recreational Park, 2301 Belle Chasse Hwy, Gretna, LA 70053
November 9, 2015	4	9:30a-noon	Abdalla Hall Auditorium, 635 Cajundome Blvd., Lafayette, LA 70506
November 12, 2015	8	9:30a-noon	Ouachita Parish Fire Training Center, 1000 New Natchitoches Rd., West Monroe, LA 71292
November 16, 2015	7	9:30a-noon	Port of Caddo-Bossier, 6000 Doug Attaway Blvd., Shreveport, LA 71115
November 17, 2015	3	9:30a-noon	St Charles Sheriff's Office (Conference Room), 260 Judge Edward Dufrene Parkway, Luling, LA 70070
November 18, 2015	9	9:30a-noon	Tangipahoa Parish Environmental Services Building, 15485 West Club Deluxe Road, Hammond, LA 70403
November 19, 2015	6	9:30a-noon	Alexandria Mega Shelter, 8125 Hwy 71 South, Alexandria, LA 71302
December 1, 2015	5	9:30a-noon	Calcasieu Parish EOC, 901 Lake Shore Drive, Lake Charles, LA 70601
December 2, 2015	2	9:30a-noon	GOHSEP 7667 Independence Blvd., B.R., LA 70806

Region 1

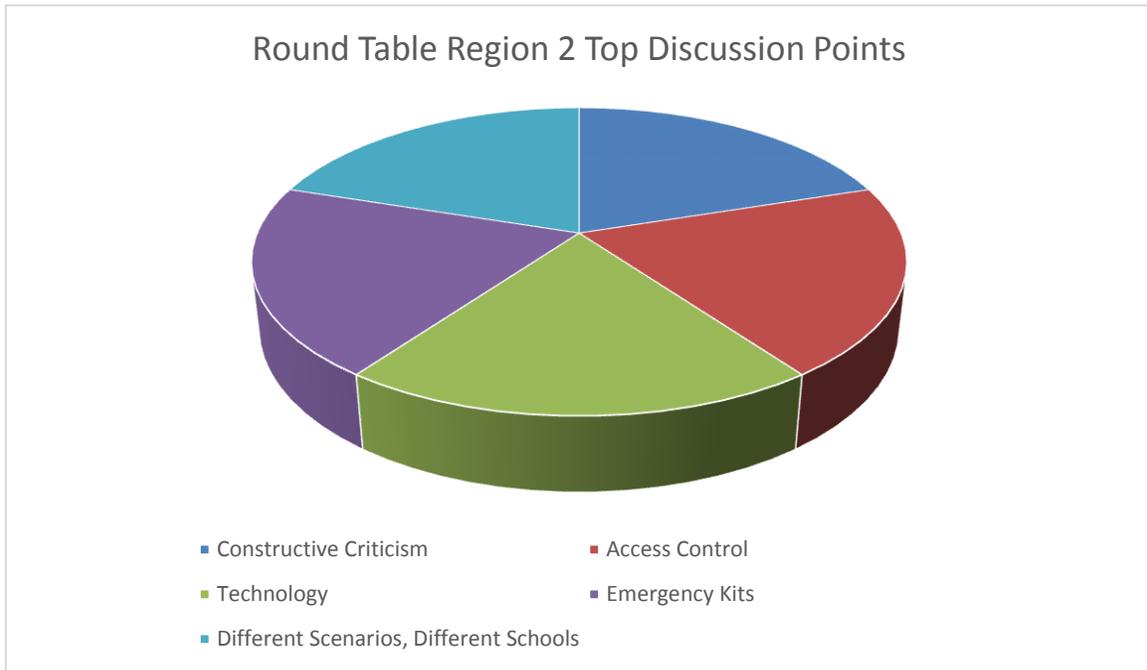


5 Main Discussion Points:

1. *Identifying Roles, Responsibilities, and Training*
 - a. It is crucial when developing all hazards emergency operations plans to identify the roles all individuals will play in a true event and describe the responsibilities of everyone on the team. Knowing what is expected in a crisis, and practicing one's roles and responsibilities in training exercises is a must.
2. *Funding*
 - a. Finding ways to locate funding, or thinking outside of the box in order to develop new ways and techniques to ensure programs, training, and exercises take place in school districts is vital to staying ahead of the game with regards to emergency preparedness.
3. *Bringing Everyone Together*
 - a. There is no I in TEAM, but every individual plays a crucial role that can be the difference between life and death in an emergency situation. Ensuring everyone is on the same page with regards to emergency plans, understanding what is expected in an emergency, and working together to bolster comradery is a major part of the preparedness mindset.
4. *Sense of Urgency*
 - a. Seconds can feel like hours, and understanding that action is crucial in an emergency is the first step towards reaching team goals surrounding school safety.
5. *Time*

- a. Time is of the essence, whether preparing for an emergency, responding to an emergency, or stressing the importance of time as emergency situations are unfolding. Ensuring that all parties involved in the 360 degree “preparedness” cycle focus on time, team, and training is the key to success.

Region 2



5 Main Discussion Points:

1. *Constructive Criticism*

- a. Being able to analyze a situation, or emergency operations plan, and give honest, positive feedback that is constructive in nature plays a vital role in reviewing, updating, and critiquing plans and exercises, in unison with after action reports (AARs).

2. *Technology*

- a. Utilizing technological leaps and advancements in the preparedness and response framework can assist in streamlining operations, keeping lines of communication open, and enabling faster response times to emergencies. A few applications discussed were “Voxer” and “Cop Seek 911”.

3. *Different Scenarios, Different Schools*

- a. All too often, we can become comfortable if we exercise the same plans, in the same locations, with the same scenarios. It’s important to switch things up; choose a different school for the exercise or a different threat for the school. Throw a curve ball and truly test your staff, faculty, and students. See how

people react and include constructive criticism in the after action report. It's better to make mistakes and learn from them while practicing, then have failure during a real incident.

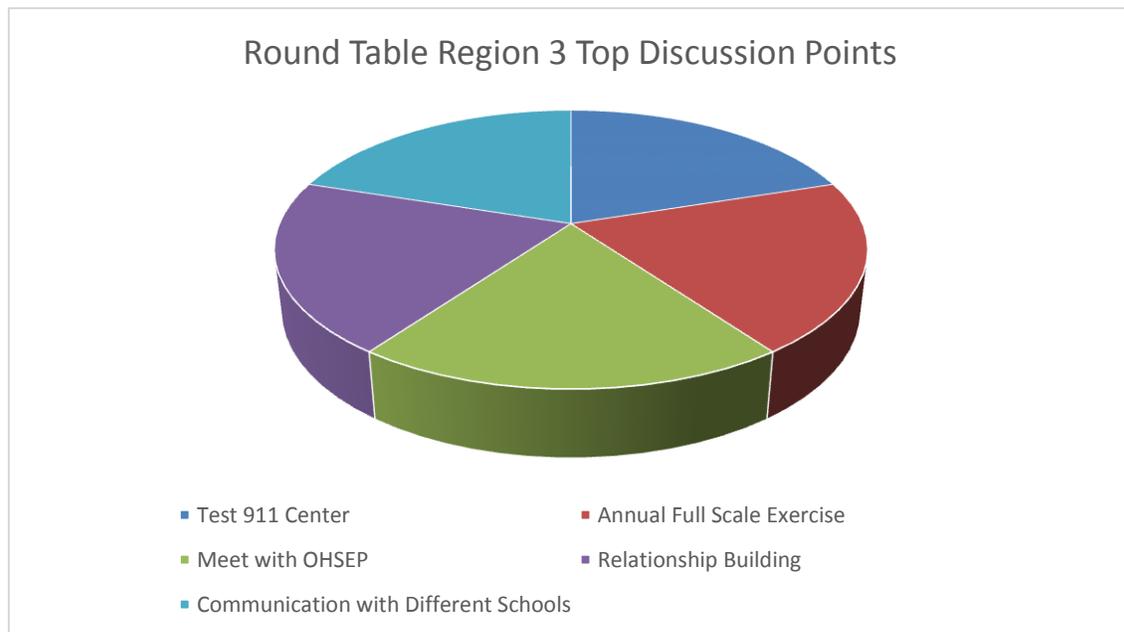
4. *Access Control*

- a. Controlling who enters your school, what they have access to, and how you manage them while they are on school grounds is important to the safety of everyone at the location. Ensuring that rules, regulations, and guidelines are followed closely, and a systematic process exists for checking guests, parents, and maintenance visitors in is at the top of safety checklist.

5. *Emergency Kits*

- a. Having emergency kits throughout the school, and in each classroom, can save the day in the event a situation unfolds. Teachers and staff need access to items that are close within reach. Training teachers and staff on what is in the kit, and how to use it, is a great way to bring the team together and prepare for disasters, small and large.

Region 3



5 Main Discussion Points

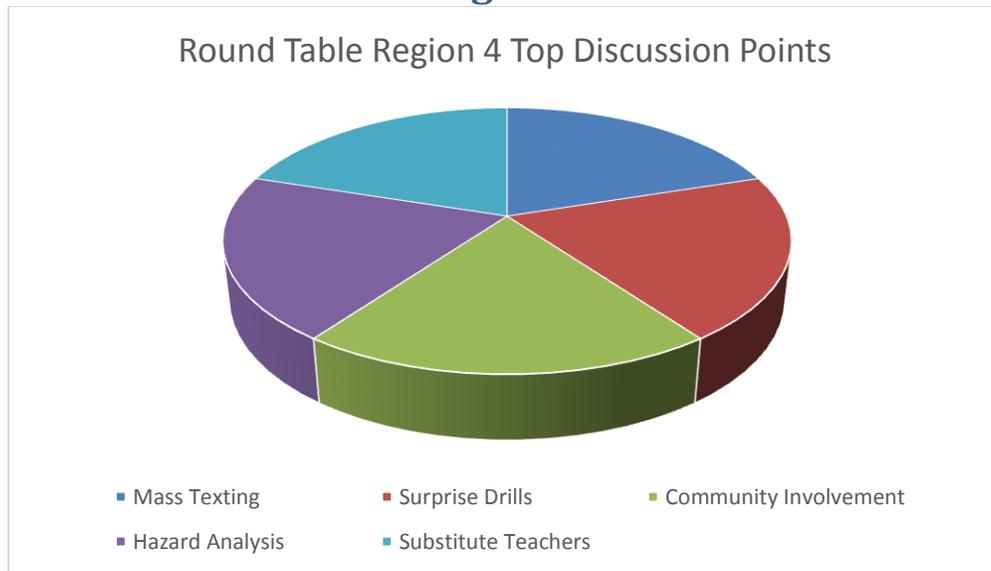
1. *Test 911 Center*

- a. Work in unison with your local police and 911 call center. Plan a time to put your school to the test, and use this opportunity to bring local police into your school and take a tour if they haven't already.

2. *Meet with OHSEP*

- a. Work with your local Office of Homeland Security and Emergency Preparedness. Ask them for advice with your plans, share your plans with them, and get them involved with your exercises and training. This is a great way to bring everyone to the table who will arrive in the event of a true disaster.
- 3. *Communication with Different Schools*
 - a. Speak with leaders of other schools in your district. Learn about the strengths and weaknesses that their exercises unearthed. Ask to participate or watch as bystander at their next exercise. Knowledge is power and communicating with those around you can save you time and funding with your own strategy.
- 4. *Annual Full Scale Exercise*
 - a. Focus on training and smaller exercises throughout the year, but have at least one large full scale exercise a year. Invite local first responders and work as a team to find errors and take corrective action updating plans and include the information in your after action report.
- 5. *Relationship Building*
 - a. Building a team is about involvement, open lines of communication, and relationships. Bring everyone together now and solidify relationships within your schools and districts. The worst time to meet someone for the first time is when a crisis is unfolding.

Region 4



5 Main Discussion Points

1. *Mass Texting*

- a. Utilizing a mass texting service is a great way to keep parents, staff, faculty, and the general public informed of any emergency situations that are occurring within a certain geographic location. Mass texting can also be used to assist with contacting parents about student location and pickup times when an emergency unfolds.

2. *Surprise Drills*

- a. Keeping everyone on their toes and implementing surprise drills is an easy and effective way to test emergency operations plans, teachers, and staff, and to see how student's react when a potential threat or emergency presents itself.

3. *Community Involvement*

- a. Keeping the community involved in school safety through quarterly meetings, emails, or social networking sites is important. Sometimes, someone driving by a school or someone walking in the neighborhood can spot a potential problem and notify the authorities before anyone else on school grounds is aware of what is transpiring.

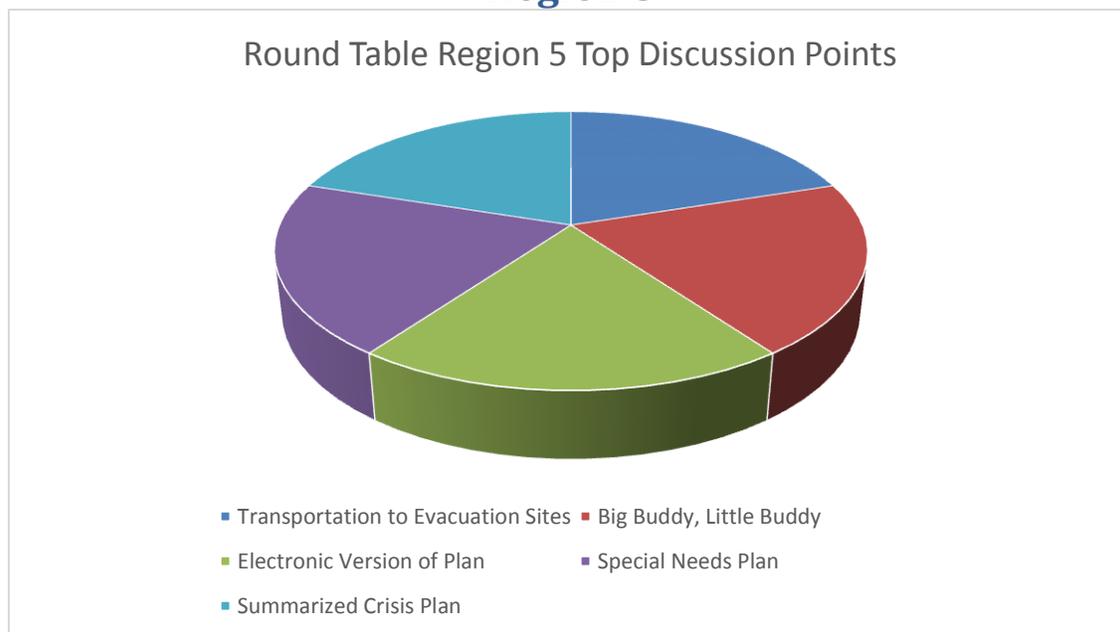
4. *Hazard Analysis*

- a. Identifying potential and actual hazards and risks is a large part of a risk assessment. Being aware of potential hazards (ex. Railroad tracks, rivers and waterways, chemical plants, etc.) can assist in preparing emergency operation response plans for threat annexes.

5. *Substitute Teachers*

- a. Keeping substitute teachers in the loop on emergency operations plans and ensuring they are aware of safety protocols, exits, fire alarms, etc. is key to ensuring everyone is on the same page for a disaster. Sometimes, substitute teachers are the weakest link in the preparedness chain because they simply do not know and have not been introduced to the emergency plan.

Region 5



5 Main Discussion Points

1. *Transportation to Evacuation Sites*
 - a. Having complex transportation issues on the table before a mass evacuation can save not only headaches, but lives. Knowing what transportation, what areas will students be evacuated, and where they will be evacuated to can be the difference in an emergency.
2. *Electronic Version of Plan*
 - a. Maintaining digital copies of emergency plans and providing access to these copies by law enforcement and other first responders is a great way to ensure that no matter what happens, those with need-to-know access of critical information always have access to it. If the plans are only available in the school, and the school is on lockdown, major problems can evolve.
3. *Summarized Crisis Plan*
 - a. A detailed and specific plan is a positive, but it's also a great idea to keep a shorter summary of the plan available in the event someone needs to quickly read over and learn the main points of the emergency plan.
4. *Big Buddy, Little Buddy*
 - a. Assigning an older student to a younger student and having the older student account for the younger student at the evacuation site or meeting area can assist the teachers in accounting for all students. It's just one more step that supports the mission.
5. *Special Needs Plan*

- a. Be aware of any special needs students in your school and be sure to include their needs into the plan. Ensure any special needs, medicine, and medical equipment needed by the student(s) are taken into account.

Region 6



5 Main Discussion Points

1. *Social Media*
 - a. Utilize social media. Use it as a means to stay connected with parents and the community and keep everyone in the loop during an emergency situation. Let parents and community officials know that for up-to-the-minute information, go to their site.
2. *Extracurricular Activities*
 - a. Remember to include extracurricular activities that occur on school grounds as part of your emergency plans. After hour basketball, soccer, football, etc. All of these events have the potential for something to go wrong and plans need to be included in standard operating guidelines.
3. *Summarized Crisis Plan*
 - a. Include a summarized crisis plan as part of your emergency operations planning. Detail serious events that could occur, then have a short detailed summary of what to do to get the ball rolling once an event begins to unfold. Anyone can quickly read the crisis plan and know exactly how the school will handle the situation, and this can remind managers and those overseeing

emergency situations a snapshot view of what to do when under stress and duress.

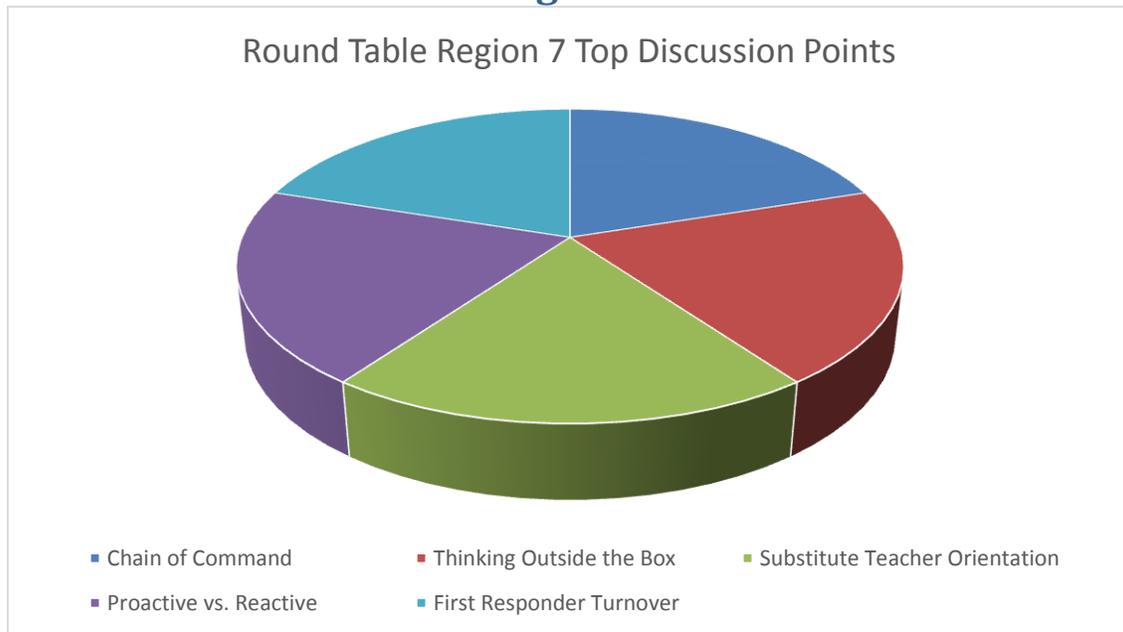
4. *Counselors for Crisis Management*

- a. Have counselors ready to handle situations during, and after, disasters when students, faculty, and staff may need emotional and psychological support. Have a system in place, and be prepared for mass care in the event of a school wide shooting or major disaster.

5. *Revising the Plan*

- a. It is crucial to update and revise the plan following exercises and trainings with best-practices learned and critiqued in after action reports. If the plan is not updated, then best practices can slip between the cracks and be forgotten. Changes can be made to electronic copies for those in the know to print for their files.

Region 7



5 Main Discussion Points

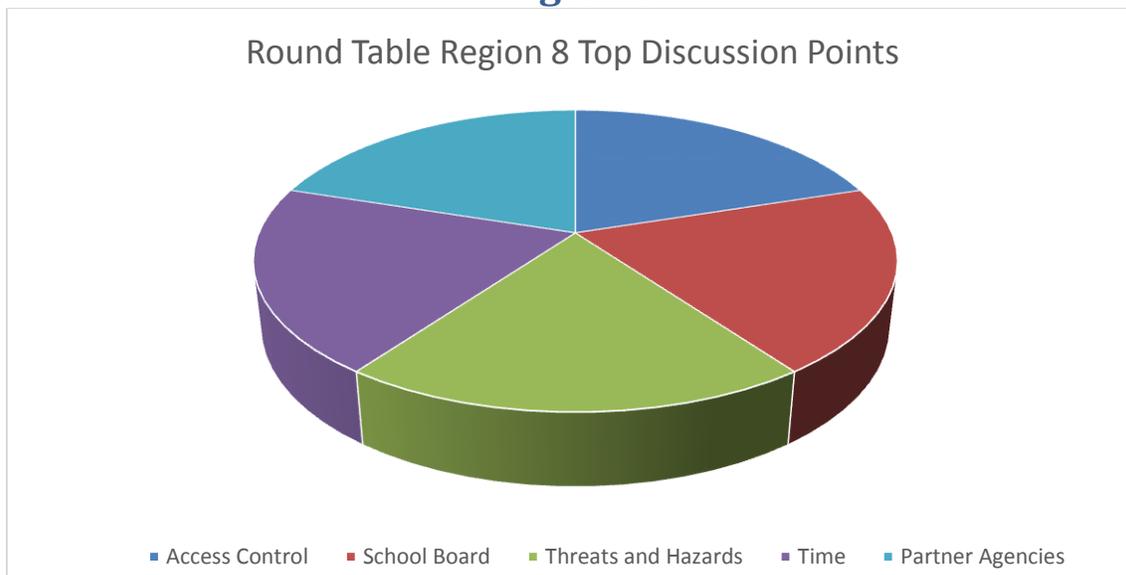
1. *Chain of Command*

- a. Ensuring that proper chain of command exists within the disaster response framework, each person understands their roles, and the entire team knows how to fill in for others if they are absent or are part of a school event and cannot participate in their primary role within the command structure (cross training).

2. *Proactive vs. Reactive*

- a. Built into the emergency plan needs to be how, and at what times, do leadership escalate the response during a disaster? For instance, at what time do you contact the police, update social media, send out text emergency alerts, etc. Will the school or district take a more proactive stance, or more reactive when faced with a potential or actual disaster? These decisions need to be partially made before an event presents itself.
- 3. *Thinking Outside the Box*
 - a. What steps can leadership take that are outside of the box but streamline the disaster preparedness and response mindset and reaction time? Just because it is a new idea, doesn't mean it is the wrong one!
- 4. *First Responder Turnover*
 - a. Turnover does exist in the first responder community. Verify that your main contacts within the community are still aware of your plan and are keeping others around them informed. Worst case scenario concerning this is for a disaster to unfold and the main person you are working with is out of town or has left the position and not updated you or others.
- 5. *Substitute Teacher Orientation*
 - a. Provide all substitutes, even if only for a day, an orientation and explanation of what to do and how to handle crisis situations according to the school's emergency operations plans. All faculty and staff need to be included, because they are directly responsible for the safety and security of their students during an emergency.

Region 8



5 Main Discussion Points

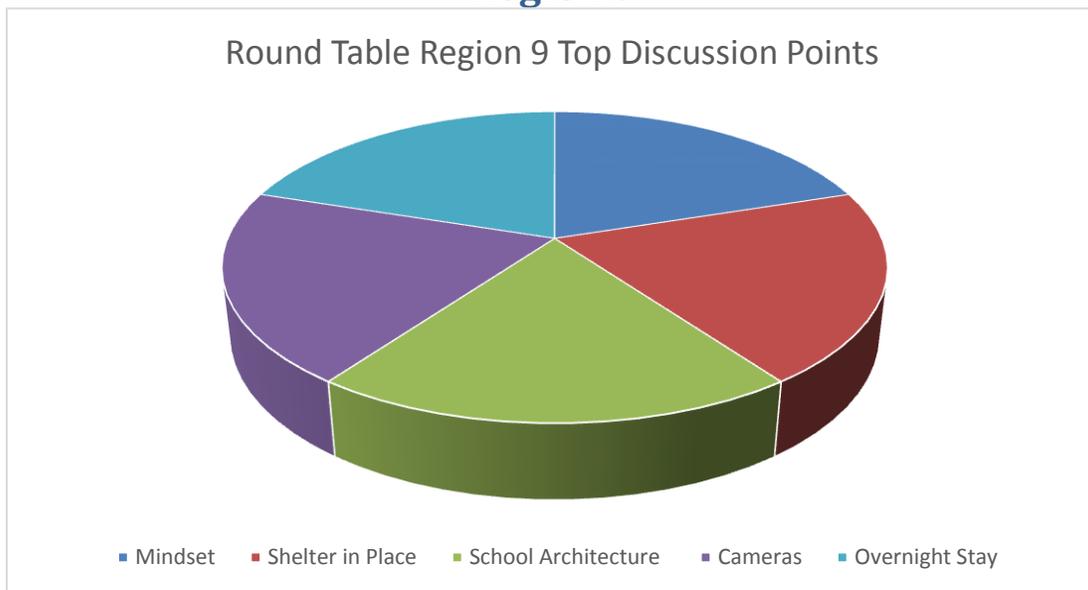
1. *Access Control*
 - a. Ensuring that proper procedures are in place to control all ingress and egress at the schools, but also not trap students, faculty, and staff from leaving the building in the event of a fire or other disaster. Security and safety must be addressed together with regards to controlling access to classrooms, equipment, fuel/chemicals, etc.
2. *School Board*
 - a. The School Board plays a crucial role with campuses. The School Board should be kept at the core of the emergency plans and updated on changes, exercises, trainings, and other important emergency response issues.
3. *Threats and Hazards*
 - a. Identification of threats, risks, and hazards is key to any emergency plan. Take into account the electrical grid, fuse box, chemical storage on campus, easy access points, high vantage points, etc. Include all hazards and threats in analysis and identify ways to mitigate risk.
4. *Time*
 - a. Everyone needs more of it, but it seems there is less to go around every day. Utilize time effectively, whether conducting exercises, sponsoring trainings for employees, or running drills. Use time as another pressure during drills.

Explain to everyone that a second here or a second there can drastically change the outcome of situations. Stress vigilance and the importance of sticking with a schedule and trusting your intuition with regards to carrying out duties in an emergency situation as the clock is ticking.

5. *Partner Agencies*

- a. Collaborate, innovate, and build relationships, lean on others for support. Utilize your partner agencies, and their expertise in what they do, to help bolster your emergency response plans. Invite police to tour your school, EMS to give instructional courses to your staff, and utilize your local homeland security office for their knowledge and understanding of threats and risks.

Region 9



5 Main Discussion Points

1. *Mindset*

- a. Having the proper mindset and attitude when planning for a disaster is just as important as when reacting to one. Staying positive, maintaining focus during training and exercises, and realizing the criticality of what's at stake (adults and students' lives) should drive you forward.

2. *Shelter in Place*

- a. There is a time to evacuate, and there is a time to shelter in place. Know what you will do before an event unfolds. Decide beforehand how you will shelter in place, preposition food/water/other items, and instruct staff and faculty on how to handle each situation (active shooter and lights) (intense weather and windows) (etc.).

3. *School Architecture*

- a. Understand the layout of the school and how it can be positively used for you in an emergency or against you. Easy access to the outside of the school is excellent if you have to evacuate, but is it easy to access the school through these same ways if an intruder is looking to make it to the core of the school?

4. *Cameras*

- a. Cameras are a great tool to incorporate within a school, but remember it is virtually impossible for one person to watch 25+ cameras at the same time and be efficient at spotting something array. The adult human attention span exhausts on average after 5 minutes. Utilize cameras as a tool, but not the end-all, for spotting situations. Cameras are an excellent resource in recording information that can be utilized after an event for education and evidence.

5. *Overnight Stay*

- a. Remember what happened in Atlanta, Georgia, during the recent great freeze??? Weather related events, particularly flooding and electric outages are of grave concern in Louisiana. Make sure you have extra supplies (food, water, blankets, etc.) in the event your students have to stay at the school overnight.

Conclusion

The LASEMP Round Table Meetings provided a regional venue for school districts and individual schools, homeland security professionals, first responders, and other community organizers to come together and discuss all-hazards emergency operations plans, school preparedness, and interoperability. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. The Governor's Office of Homeland Security and Emergency Preparedness brings together elements of emergency management for natural, human-caused, and technological incidents in the Louisiana High-

Quality Emergency Operations Planning Toolkit that was provided free of charge to participants of the LASEMP program. This toolkit and all other pertinent information surrounding the grant and initiatives can be found on GOHSEP's website:

<http://gohsep.la.gov/PREPARE/LASEMP>

Together, we can all make a difference in the lives of students, families, and school staff by preparing today for what may happen tomorrow. Preparedness is a necessity, and encompasses training, education, exercising, teamwork, and motivation to succeed against whatever odds a disaster presents. All of us at the Governor's Office of Homeland Security and Emergency Preparedness look forward to working with you closely in the future and we will see you soon at our upcoming Regional Exercises that will be held across the State of Louisiana from April, 2016, to July, 2016.

Sincerely,

LA School Emergency Management Planning Program Team
Governor's Office of Homeland Security and Emergency Preparedness
7667 Independence Blvd.
Baton Rouge, LA 70806

